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ABSTRACT

This profile of the ideal teacher was compiled by the Commissioner's Student Advisory Committee which is made up of 17 secondary school students representing their respective geographic regions across New York State. Part 1 outlines positive personal characteristics, good teaching methods, and elements of sound teacher-student relationships. Brief narrative reflections on each of these points are presented. In part 2, suggestions are made on ways in which students can motivate teaching staffs at their schools: (1) periodic student evaluation of teacher performance; (2) honoring teachers at luncheons, breakfasts, and assemblies; (3) establishing a teacher recognition day; (4) letters of recommendation; (5) naming a teacher of the month and year; and (6) promoting merit awards. (JD)

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The Ideal Teacher

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The University of the State of New York
THE STATE EDUCATION DEPARTMENT
Student Affairs Task Force
Division of Pupil Services
June 1986

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THE

IDEAL

TEACHER

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The University of the State of New York
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"A PROFILE OF AN IDEAL TEACHER"

This profile was compiled by the Commissioner's Student Advisory Committee which is made up of 17 secondary school students representing their respective geographic regions across New York State.

The Committee meets in Albany four times during the academic year; the duration of each meeting is three days. It convenes with the Commissioner of Education, the New York State Board of Regents, and the Education Department's staff members who are involved with issues which affect students.

The profile that follows is part of a project titled Strengthening Teaching in New York State and summarizes the Committee's views of an "ideal" teacher.

The Student Advisory Committee
Albany, New York

"A PROFILE OF AN IDEAL TEACHER"

OUTLINE

Introduction

Envisioned view of an "ideal" teacher by the Commissioner's Student Advisory Committee.
Three categories:
1. Personality
2. Teaching Methods
3. Student-Teacher Relationships

- TIM KOLK, Elma, N.Y.

Part I

Personality

I. a) Attracting students' attention
   1. vivid
   2. outgoing nature
   b) Uniqueness
   c) Flair of individual eccentricities
   1. keep students attentive
   2. reduce boredom
   d) Humor
   1. relaxed atmosphere
   2. gain friendships

- MERRIE REIG, Staten Island, N.Y.

II. a) Cares about students
   1. students' goals
   2. students' future plans for life
   b) Example of caring teacher
   c) Patience

- TOM VAN ANTWERP, Liverpool, N.Y.

III. a) Good preparation of lessons
   b) Flexibility in lesson plans

- BETH WHITE, Deposit, N.Y.

IV. a) A real person

- IVONNE DURANT - New York, N.Y.

V. a) Equal treatment of students

- TERRY REED, Bronx, N.Y.

VI. a) Good listener
   b) Help students with work after school

- LEE HALLER, Ithaca, N.Y.

Teaching Methods

I. a) Subject workload
b) Fair warning before tests
c) Prompt grading of material
d) Individual grading system explained early in year

- IRINA T. YUEN, Glen Cove, N.Y.

II. a) Uses modern, diverse, teaching methods
b) Keeps lesson within time constraints of class
c) Committee suggestions for teachers' competency tests and refresher courses.

- KERRY HANRATTY, Brentwood, N.Y.

III. a) Punctuality to school and class

- J.J. NASCA, Rochester, N.Y.

IV. a) Cultivates students' interest by:
1. discussions
2. direct appeal to students

- JOSEPH PANETTA, Utica, N.Y.

V. a) Reduced teaching load or sabbatical

- LEE HALLER, Ithaca, N.Y.

VI. a) Communicating subject matter with interest

- JASON LIPETZ, Spring Valley, N.Y.

VII. a) Teacher relations with
1. other teachers
2. parents
3. administrators

- DEWITT WITHINGTON, Watertown, N.Y.

VIII. a) Teacher availability to students

- EVA MARIE COLON, Brooklyn, N.Y.

Teacher-Student Relationships

a) Respect for students
b) Availability for discussion of problems

- DEBRA LENKIEWICZ, Livingston Manor, N.Y.

II. a) Teacher availability for extra help
b) Involvement in extra-curricular activities

- ERIC WELLMAN, Guilderland, N.Y.

In Conclusion

a) Readiness and willingness to discuss student's problems
b) Elevation of students as human beings
c) Teacher participation and appreciation of student's achievements in extra-curricular activities

- DOMINIC DEMELLO, Queens, N.Y.

Part II

Recognizing Good Teaching Practices

Introduction

1. Student Evaluation of Teachers
2. Luncheons/Breakfasts
3. Teacher Recognition Day
4. Letters of Commendation
5. Teacher of the Month and Year
6. Merit Awards

INTRODUCTION

With much emphasis being placed on the teaching profession and the quality of teaching in our high schools in New York State, the Student Advisory Committee to Commissioner Ambach has developed what we feel are the characteristics necessary for an "ideal" teacher.

In attempting to name the traits necessary to teach more effectively, we found they could be grouped into three main categories: personality, teaching methods, and student/teacher relationships.

We hope our definition of an "ideal" teacher will help show a student's point of view and create a general awareness of the strengths and weaknesses in our school system.

Tim Kolk
Iroquois Central High School
Elma, New York

PERSONALITY

An ideal teacher is one with a personality which attracts student interest by its vivid, outgoing nature. Personality is a key factor in a teacher/student relationship and student attentiveness in class. Being unique, the ideal teacher has a flair for individual eccentricities that energize the classroom, keeping the students actively participating, thereby cancelling possibilities of student boredom.

A sense of humor contributes to the "ideal" teacher's lively lesson and softens the tense atmosphere of the classroom. Our "ideal" teacher is able to gain the friendships of his/her students as a result of continuous charismatic and cheery mannerisms.

Perhaps these personality credentials of the ideal teacher appear impossible. The purpose of citing the above ideals is merely to create a spark of enthusiasm in teachers to strengthen their attributes and diminish their flaws.

Merrie Reig
New Dorp High School
Staten Island, New York

One of the most important characteristics of an "ideal" teacher's personality is that the teacher cares about each student. In today's society, it is so easy for teachers to see their profession as a very tedious, routine job. They could come to school, teach their classes, and go home without getting to know the students that they teach.

The kind of teachers that students learn to really respect are those teachers who will take time to care about the individual student, what he/she is learning, ask about the future goals of the student, and be concerned about what he/she is doing with his/her life.

There is one teacher in particular that I remember as being very caring. A very good friend of mine, an excellent student as well, was going through a very difficult, depressed period in his life. It came to the point where he had missed so much school that he decided to drop out entirely. His hopes of going to an excellent college and finishing high school at the top of his class were almost shattered.

This particular teacher impressed me very much when she came and explained to me how concerned she was. I could really tell that she cared for this student. She suggested that I call him and talk with him. After a few weeks, he was back in school. I've gained so much respect for this teacher. If teachers are truly looking for respect, caring is an excellent way of getting it.

Another personality trait that is important for an "ideal" teacher is patience. If a teacher's goal is to teach a student, a lot of patience is needed. Proof of this patience is seen when a teacher is explaining a difficult concept. Oftentimes students have difficulty understanding new concepts at first.

I really appreciate the times that I don't fully understand a physics concept and I stay after school or class to discuss it with my teacher. If I still don't understand, he'll explain it to me another way. When he sees that I finally understand, I can honestly see that he's pleased by the simple fact that he's taught me something. He taught me something I would have never learned had he not used patience.

Tom Van Antwerp
Liverpool High School
Liverpool, New York

In our profile of an ideal teacher, the Committee feels good preparation of lesson plans is important. We also feel flexibility is equally important, that is, the willingness to change the lesson the teacher has planned.

If an issue arises which pertains to students, the teacher should be willing to drop his/her lesson plans for one day to discuss the issue in class. There is a problem, however, if the teacher begins to do that so often that it affects the learning process. Some teachers may even begin to tell their students their personal problems. One of the teachers I had was doing this. She would tell students in class about the problems she was having in her life at that time, and she would even go so far as to call students in after school, or to call them on the phone at night. This affected the quality of her teaching, and as a result, she lost her job.

A teacher should keep a good balance between what does belong in the classroom and what does not.

Beth White
Deposit High School
Deposit, New York

As a student I feel the "ideal" teacher should be one who can teach students about their subject matter and one who can be a person instead of a programmed, unfeeling individual.

I've had many teachers who consider themselves a "pro" in educational learning. To be a "pro," the qualities must stand out in the way a teacher performs. Qualities such as the way the teacher brings out their subject so the student and teacher communicate and the student does learn.

The atmosphere that a teacher creates within a classroom is very important. If a teacher makes the class a colorful environment, students won't feel turned off, or think class is a waste of time and will come in with a better attitude.

Remembering back, I can only recall one teacher who had the qualities of a "pro" and to this day I still have her in my memory. She gave me the incentive to learn and taught me various things that I use every day.

To me, this is the "ideal" teacher.

Ivonne Durant
Washington Irving High School
Manhattan, New York

We feel that all teachers should see students on an equal basis and treat them fairly, no matter what race, creed, color or level of academic performance. All students should be seen in the same light. We know that teachers don't mean any harm by focusing their attention on students who do better than others, however, all students deserve an equal share in educational learning.

Terry Reed
The New York Institute for the
Education of the Blind
Bronx, New York

The Committee has written extensively about the many qualities of the "ideal" teacher, but we do realize that one teacher cannot be everything to all people. The most important job of a teacher is to teach well, not to raise school spirit or be a substitute guidance counselor. It is more important for a teacher to spend time after school with a student needing help with school work than with a student who wants to rap. It is hoped, however, that a teacher would be willing to spend time with a student with problems, at least to the extent of seeing that the student gets help. It is important for a teacher to be concerned about a student with problems, but a teacher doesn't have to be a psychiatrist.

Lee Haller
Ithaca High School
Ithaca, New York

TEACHING METHODS

The Committee feels that many criteria would be required of an "ideal" teacher, many of which involve teaching methods and style of teaching. This would prove to be conducive to learning, therefore allowing not only the student to benefit from it, but also the teacher. We feel that a teacher's style and method would include many areas which will be discussed.

The workload of a student is often very great, especially when he/she has, for example, two tests, an essay and a term paper all due on the same day. Needless to say, this can become a burden on the student; however, this pressure could be alleviated if teachers from different subject areas would communicate with one another, thus preventing major projects and other assignments from coinciding. I once had to complete an English term paper that was due the same day an advanced biology test was scheduled. Fortunately, I was able to work out the situation. My advanced biology teacher was willing to change the date of the test, for she understood my situation. If all teachers made a similar effort, a student would be able both to concentrate on and place one hundred percent of their effort into a specific assignment.

In addition, we feel that teachers should provide fair warning before administering a test. This would enable the student to sufficiently prepare for a test. He/she would be able to budget his/her studying time and cover the entire subject matter.

The Committee also suggests that teachers should make an effort to grade materials promptly. In doing so, teachers would enable students to correct their errors and not repeat them. New assignments issued before the others are returned would not be beneficial to students, since the students would be more apt to make the same mistakes.

Finally, the Committee feels that students would appreciate it if a teacher would inform students early in the school year about their personal grading system. This would provide students with a better understanding of how materials would be graded, inform the student where he/she went wrong, and advise the student on how to improve the quality of his/her work.

If these criteria were met, a teacher's method and style would be improved, therefore proving to be beneficial both to the student and the teacher.

Irina T. Yuen
Glen Cove High School
Glen Cove, New York

One of the most effective ways for teachers to get their ideas across would be to do so through up-to-date diverse teaching methods. Twenty-year-old filmstrips are not as effective in getting subject matter across as an active discussion might be, involving the teacher and the entire class. Diversified methods keep students interested and on their toes. Being prepared to take notes in a lecture is much different from being prepared to play an active role in discussion. Students should be able to do both.

Part of what the Committee considers "up-to-date teaching methods" that would benefit the teacher, student, and substitute teacher, would be prepared lesson plans on file. In doing so, course work could still be covered in the event of a teacher's absence. This would prevent the situation where a substitute is brought in who is unable to hold class and must resort to giving the students a study period.

It would keep students and teachers happy if it were mandatory for teachers to keep within the time constraints of the class period. This would prevent students from being late for their next class, keeping both the teacher and the student satisfied. This practice also stresses the importance of punctuality, and encourages the student to develop organizational skills.

The Committee also recommends the use of competency tests. If teachers were able to pass a competency test after a certain number of years, their mastery of the subject matter could not be disputed. Possible refresher courses would prevent the teacher from becoming bored with the subject matter as well as encourage revitalized interest in teaching.

All of these suggestions could only add to the profile of an "ideal" teacher.

Kerry Hanratty
Academy of St. Joseph
Brentwood, New York

Much emphasis has been put on the importance of student attendance. Teachers must also be aware of the importance of their constant presence in the classroom. For every day a teacher is absent, the students will most likely fall behind one lesson. One or two weeks might not seem like much to most, but to the student who is trying to learn, that is ten days of study hall or just sitting around in class. Also, students at most schools get reprimanded for tardiness to class, yet it is common for teachers to get to their room sometimes 5 or 10 minutes late every day. As effective role models, teachers should be the first ones in the classroom. It provides an opportunity for the students who need and want help to ask questions before the class begins. There should exist similar standards for teachers as there are for students with regard to punctuality. If we expect students to be on time, likewise, teachers should respect that rule. As in any other job, attendance is an important factor, and for the "ideal" teacher punctuality is a necessity.

J.J. Nasca
Aquinas Institute
Rochester, New York

A student's interest in class material can be improved dramatically if a teacher adds some spice and variety to the manner in which the curriculum is presented. Instead of delivering similar, monotonous lectures for all subject matter, the instructor should generate student involvement by giving adequate time for class discussion, and appealing more directly to the student.

Students should be encouraged to actively participate in the classroom, especially through group discussion or debate. In many cases, by allowing students to control the conversation, a teacher can add important information to the discussion when needed, but also give students the opportunity to explore areas of the subject they find most interesting.

More importantly, teachers should try to appeal to their students by putting more feeling into their courses. If the subject matter appears interesting to the teacher, it will also seem more appealing to those taking the course. All material should be presented in a challenging, positive manner, but not in a way which is perplexing or overwhelming to the student. By relating curriculum on a level all students can understand, the teacher will find the class more attentive, industrious and willing to learn. I have found my A.P. American History class particularly interesting. My instructor allows ample time for class discussion and helps me to see both sides of every issue through debate and question. Instead of providing me with all the information, she first gives me the opportunity to use my own resources, applying what I have previously learned to current subject matter.

Joseph Panetta
Notre Dame High School
Utica, New York

One of my teachers suggested to me that teachers should have some form of a sabbatical after seven years of service. It would be impractical for a teacher to take a full year off, but perhaps after a few years a teacher could teach four classes instead of five for a year and still get full-time pay. This would give teachers the time to brush up on new aspects of their subjects or on innovative teaching methods. More importantly, it would give teachers a small, well-deserved break every few years in which to relax. This "sabbatical" system, or reduced teaching load, could improve the quality of teaching by raising teacher morale and also by making the profession more attractive to top students.

Lee Haller
Ithaca High School
Ithaca, New York

I, too, believe one major fault in our educational system is teachers' inability to transfer particular subject information into material that is relevant to students' everyday lives. As a high school student in Rockland County, I feel most fortunate to have received a high quality educational experience. I must say, though, that some of my courses have been distinctly more informative, enjoyable and memorable than others. These were the courses that were taught by professors with an ability to relate their subjects in an interesting fashion. Unfortunately, my friends and I have had our share of poor teachers. We often speak of classes we have taken in which the teacher takes a truly interesting and applicable course and creates an atmosphere in which the students have no desire to learn. I have also observed an earth science teacher with true mastery of his subject actually excite an entire classroom with a discussion on Regents-required material on the disproven

geocentric theory of our universe. This shows how, if all teachers were capable of teaching in a relevant way, education would be a more exhilarating experience.

Jason Lipetz
Spring Valley High School
Spring Valley, New York

STUDENT/TEACHER RELATIONSHIPS

Another area we felt needed change was that of teachers and their relationships with other groups involved in education. Teachers should be comfortable with other teachers and should be able to share mutual concerns and voice possible solutions. Teachers should be on good terms with parents. So often it seems that administration and PTA meetings end up in battles between teachers and parents. When teachers and parents cooperate, much more is accomplished at meetings. This relationship would also help each group understand the problems of the other. Teachers should also be comfortable with administrators in order to solve problems, voice concerns and be effective in helping their schools.

DeWitt L. Withington
Immaculate Heart Central School
Watertown, New York

As a student at an alternative high school, I know first hand what types of problems students can have which may affect their academic achievements. It is important for teachers to be available to the students because counselors are overworked and usually do not have the time to sit down and talk with them. There should be open communication so that students feel that someone is there to listen and respond to their needs.

If students are provided an opportunity to open up, built-up tensions and anxieties may be relieved. Releasing such frustrations can make students accomplish more and have positive feelings about themselves.

Eva Marie Colon
Pacific High School
Brooklyn, New York

High school students are at a transitional stage in life. No longer are we children; we are young adults, and we feel that we should be treated as such. It is very insulting for a teacher to "talk down" to students. Rather, teachers should try to bring students up to their level of understanding. By respecting students as people of intelligence and worth, not as "kids," teachers themselves will command respect.

A school is much more than a place where students go to learn. It is a network of people who are involved personally, socially, and professionally. A student's life is very complex, though it may be underrated by those who don't understand the youth of today. Besides everyday pressures, many times students have special problems that put them under emotional strain. Perhaps they are tired, confused, or frightened, as people often are. In times like these, students need someone with whom to talk.

Often, a simple discussion with a close friend will help a student deal with his or her problems. There are times when teenagers need to speak to someone with life's experiences; someone who has had similar problems, and has worked through them.

A parent may be this special person, ideally. However, many family relationships are strained today for a variety of reasons. Students may be embarrassed to speak to their parents, or feel that their parents are too close to their lives to be able to listen and give unbiased advice. So, many students turn to teachers in times of trouble. Since teachers interact with students every day, they understand the problems that we face. They have experience in dealing with these problems. Although a compassionate teacher may be very concerned and close to his or her students, the person is removed enough to be able to listen to a student talk and give an impartial opinion.

It is important that teachers make themselves available to students who need to talk. Most teachers are teachers because they care about people; they should be willing to listen and to help students, not just with school work, but with the complex decisions and problems that students face today.

Debra Lenkiewicz
Livingston Manor Central School
Livingston Manor, New York

Students are human and don't always absorb class material the first time. Because of this, an "ideal" teacher should make themselves available after school for extra help. This is a teacher's responsibility. The student may be able to understand better on a one-to-one basis.

We also feel that an "ideal" teacher should be involved in extracurricular activities. They should attend sporting events once in a while or maybe chaperone a school dance. This permits a feeling of friendship to develop between a teacher and student as they are associating in a nonscholastic environment. Our school had a "work-to-rule strike" in effect at the beginning of the year and it really hurt school spirit and pride. This is how I know that this type of student-teacher association is so important. Now that the teachers participate, school is a much nicer place to be.

Eric Wellman
Guilderland High School
Guilderland, New York

After much thought and discussion, the Committee has compiled this profile of an ideal teacher. While we understand and accept the fact that all currently certified and employed teachers are not able to switch over to our view of an "ideal" one, we hope teachers statewide give what we have said some thought, and try to better their personality, style and method of teaching, or their personal relationship with their students. We hope everyone keeps in mind that even one small change by a teacher toward being "ideal" is one giant leap toward making our State's educational system a better learning experience for everyone; students, teachers, and parents.

The relationship between a student and teacher is often likened to a computer and a programmer, which is solely technical and not at all personal. However, students are human and should be aware that teachers are ready, and willing to discuss and help troubled students iron out their problems, whatever they may be, either social or academic. Besides helping them by clarifying their problems or misunderstandings about a subject area, teachers could also assist the students in social problems like drug and alcohol abuse and problems in dealing with their peers or parents. Many students in despair do not have an easy access to their counselors, nor are they willing to discuss it with their parents or vice-versa. These students might then want to turn to a teacher with whom they feel close. All teachers should therefore try to be as helpful and available to students as possible. By having an extensive area of communication with their students, new teachers can gain invaluable experience on how to deal with different problems that students face.

We feel that when teachers elevate students to their level and then deal with them on equal levels, students learn more, because they are able to relate to issues better. Teachers should participate, encourage, and appreciate the efforts of their students in extracurricular activities. This gives the teacher and students more time to communicate with one another. After all, one goal of a teacher should be to have a lasting positive effect on students' lives.

Dominic DeMello
Holy Cross High School
Flushing, Queens, New York

TEACHER RECOGNITION

The Student Advisory Committee has dealt, thus far, with the creation of an "ideal teacher." We have listed the many aspects such a teacher might have and will now demonstrate ways in which students can motivate teaching staffs at their schools to become more "ideal." Assemblies honoring teachers, teacher of the year and month awards, and recognition days will be explained, yet students must be active in their quest for an "ideal" educator not only on specified formal occasions, but in each classroom every day. Students should make it their responsibility to share their thoughts, comments and criticisms not only among peers, but with the teachers as well. When a teacher takes time outside of the classroom to assist a student with a particular problem, the student must make his appreciation known. When a teacher is able to take a difficult concept and relate it in an understandable fashion, the class must compliment him or her. These simple compliments and informal showings of thanks can provide our teachers, who are also human beings, with the incentive to be the best they can be.

Student Evaluation of Teachers

Student evaluations of teachers may be used to rate teacher performance and determine those qualified to receive special recognition. Evaluation forms may be distributed to students, who will comment upon a given teacher's performance. Student evaluation of teachers can focus upon the following areas:

a. quality of prepared lesson
b. interest level of lesson
c. fairness in grading
d. promptness to class
e. general attitude

Once the students' evaluations have been completed, the following forms of commendations could be considered: Teacher Recognition Day, Teacher of the Month, Teacher of the Year, and Exemplary Teacher in a particular department.

Luncheons/Breakfasts/Assemblies

We feel that a good way to improve teacher morale would be to have students, PTA members, and other school personnel host teachers at a special luncheon or breakfast to show their appreciation for the work that teachers do.

Another idea is an assembly held by students, perhaps sponsored by the student council. They would recognize teachers as a group or individual teachers for an exceptional job.

At Glen Cove High School in Glen Cove, New York, a Teacher's Recognition Day is observed. Members of the Glen Cove Parent/Teacher Association host a luncheon for the members of the faculty to honor all of their efforts. This day is observed basically amongst the teachers; however, many students may bring in

gifts voluntarily. This program lets the faculty know their efforts are appreciated. For more information contact:

Glen Cove High School
Dosoris Lane
Glen Cove, New York 11542
(516) 671-4500

Teacher Recognition Day

Another suggestion would be to institute a Teacher Recognition Day on a local or statewide level. This day, organized by student government, could be observed during National Education Week or at an awards ceremony at the end of the school year. Tokens of appreciation for the teachers' commendable service would be presented during the ceremony.

At the Academy of St. Joseph in Brentwood, New York, one day out of the school year is devoted to an assembly organized by the student council. The purpose of this assembly is to recognize the everyday, as well as outstanding achievements of our teachers. Every year the format of this assembly changes, for instance one year students put on skits depicting teachers in everyday roles, another year the assembly was turned into a "This is Your Life" game. At the conclusion of the assembly, all of the teachers are presented small plaques or flowers.

The assembly is one part of the day. Each station or homeroom also organizes a breakfast in honor of its homeroom teachers.

Every year this program is a success. Many teachers show their appreciation for the recognition, while the students are reminded of the important role that teachers play in their lives. For more information contact:

Academy of St. Joseph
Brentwood Road
Brentwood, New York 11717
(516) 273-2406

Letters of Commendation

The Committee feels that a formal way to praise teachers would be in the form of a letter of commendation sent to the local school board and superintendent. This teacher could be chosen by the student council. The criteria for this letter, which would be written approximately four times per year, could change from time to time. At one time it could be awarded to the teacher most involved with extracurricular activities. Another time, it could be awarded to the teacher from a specific academic subject. In doing so, we would hope to recognize the achievements of many teachers for a variety of reasons.

Teachers would appreciate being recognized for their accomplishments by students. As a result of this, we feel that teachers would strive to improve their

methods of teaching, since their reputation with the school board and superintendent would become a favorable one. Additionally, the teachers would feel better about their teaching and they would realize that all their efforts do not go unnoticed.

Teacher of the Month and Year

Another recommendation would be to elect a teacher of the month and year. The student body of the school could vote for a teacher who satisfies some of the following conditions:

a. exemplary personality
b. punctuality and attendance
c. good teaching methods
d. proper class control
e. good student-teacher relations
f. comprehensive teaching
g. responsible
h. concern about student needs

All the teachers elected as "Teacher of the Month" are qualified for selection as "Teacher of the Year." However, besides having the above-mentioned qualities, teachers have to exhibit an outstanding amount of caring, humor, and friendliness, and be a general humanitarian.

In Deposit Central School in Deposit, New York, two teachers of the year are selected; one from the elementary faculty and one from the high school faculty. They are chosen by the Deposit Teacher's Association based on criteria that they have developed. The entire teaching staff at both levels recognize the selected teachers by attending a dinner in their honor. For more information contact:

Deposit Central School
Second Street
Deposit, New York 13754
(607) 467-2197

Merit Awards

Merit awards should be given to recognize outstanding teachers within a school, just as outstanding students are recognized. They are to be based on student performance on standardized material. The merit award, for example, a plaque or certificate, would be awarded to a teacher in each subject area and might be presented during graduation ceremonies along with student awards.